U.S. Department of Education **September 2003**

2003-2004 *No Child Left Behind—Blue Ribbon Schools Program* Cover Sheet

Name of Principal Mr. Joseph C. Jordano
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Martin H. Traphagen Elementary School
(As it should appear in the official records)

School Mailing Address 72 Lexington Avenue
(If address is P.O. Box, also include street address)

Mt. Vernon New York 10552-2410
City State Zip Code+4 (9 digits total)

Tel. (914) 665-5060 Fax (914) 665-5062

Website/URL www.mtvernoncsd.org E-mail jjordano@mtvernon.lhric.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent* Mrs. Brenda L. Smith
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Mt. Vernon City School District Tel. (914) 665-5000

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Ms. Diane R. Munro
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1998.

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

11	Elementary schools	
2	Middle schools	
_____	Junior high schools	
1	High schools	
1	Other (Briefly explain)	Alternative High School
15	TOTAL	

2. District Per Pupil Expenditure: $10,574

   Average State Per Pupil Expenditure: $12,265

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [X] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 15 Number of years the principal has been in her/his position at this school.

   _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	19	17	**36**		**7**			
1	25	30	**55**		**8**			
2	20	21	**41**		**9**			
3	29	23	**52**		**10**			
4	23	29	**52**		**11**			
5	23	25	**48**		**12**			
6	22	23	**45**		Other *****	31	21	52
		TOTAL STUDENTS IN THE APPLYING SCHOOL →						381

*** NON -GRADED SPECIAL EDUCATION**

6. Racial/ethnic composition of the students in the school:

0.8 % White
93.4 % Black or African American
4.8 % Hispanic or Latino
1.0 % Asian/Pacific Islander
_____ % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 16.84 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	35
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	27
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	62
(4)	Total number of students in the school as of October 1	368
(5)	Subtotal in row (3) divided by total in row (4)	.1684
(6)	Amount in row (5) multiplied by 100	16.84

8. Limited English Proficient students in the school: 2 %
7 Total Number Limited English Proficient

Number of languages represented: 4
Specify languages:

9. Students eligible for free/reduced-priced meals: 58 %

220 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 15 %
59 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

3 Autism	2 Orthopedic Impairment
____Deafness	3 Other Health Impaired
____Deaf-Blindness	21 Specific Learning Disability
____Hearing Impairment	12 Speech or Language Impairment
4 Mental Retardation	____Traumatic Brain Injury
14 Multiple Disabilities	____Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	2	
Classroom teachers	23	
Special resource teachers/specialists	2	
Paraprofessionals	19	
Support staff	3	1
Total number	49	1

12. Average school student-"classroom teacher" ratio: 24 to 1 Regular Education
11 to 1 Special Education

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	97 %	95 %	96 %	94 %	96 %
Daily teacher attendance	98 %	98 %	97 %	98 %	97 %
Teacher turnover rate	4 %	0 %	0 %	4 %	0 %
Student dropout rate					
Student drop-off rate					

III

Traphagen Elementary School's mission statement is, "We will provide a strong educational foundation where students are able to set and achieve goals in conjunction with the New York State Standards while developing each individual's gifts and talents. We will provide a caring and secure environment while encouraging cooperation between the school and the home so that we foster a desire among students to be lifelong learners and become productive members of our diverse cultural society."

Traphagen exemplifies learning, cooperation, and teamwork. On any given day, a visitor to the school may experience the joys felt by a kindergarten student learning vowel sounds, a third grader tackling multiplication tables, a student with special needs acquiring language through a picture/communication system, or a sixth grader writing cherished school memories. The thirst for knowledge is apparent in each classroom, and the level of excitement is exceeded only by the strong desire to understand the concepts being taught.

Our school is also noted for its Special Education Program. We have classes for students with special needs such as autism, multiple disabilities, developmental delays, and learning disabilities. These students are fully assimilated into all aspects of the educational and social arena offered at our school, including working in the school store, fund raising, food drives, and assembly programs.

Traphagen can be defined in a word: teamwork. The administration, faculty, staff, parents, and students work with each other to meet the goals described in our mission statement. On a visit to our building, one immediately notices the collaborative, cohesive environment in which each student's needs are addressed and met with the utmost dignity and caring.

There is a myriad of unique opportunities offered to Traphagen students. These include our Values Program (different values are highlighted each month), our School-to-Work Program (students run the school store), and Wee Deliver (our internal postal system). Our art program has incorporated students' artistic talent in creating murals in our hallways and a ceramic tile wall. The music program includes an intergenerational choir with participants' ages ranging from five to eighty-five. Our students can stretch their talents in drama, band, an international festival, and the ever-popular annual talent show.

Traphagen has implemented an effective and successful emergency evacuation plan in accordance with Project S.A.V.E. During this unprecedented endeavor in Mount Vernon, the school population has successfully evacuated the building, walked to a location three-fourths of a mile from the school, and safely returned. The goals of this plan were achieved as a result of the teamwork demonstrated by the entire school community as well as the local police and fire departments.

Students who attend Traphagen Elementary School receive a well-rounded, quality education. This strong academic foundation lays the groundwork for their future success as evidenced by the number of our former students who have achieved the honor of class valedictorian at Mount Vernon High School graduation ceremonies.

IV - 1

Outlined below, the reader will find the meaning of Traphagen School's assessment results in English Language Arts and Mathematics.

Students who score at the Advanced Level on the ELA assessment consistently demonstrate understanding of written and oral text beyond the literal level. Their writing is well organized, thoroughly developed, and uses sophisticated and effective language with few or no errors in spelling, grammar, or punctuation. Since the 1998-1999 school year, the percentage of our students at the Advanced Level has consistently increased, going from a low of 6% in 1998-1999 to a high of 45% in 2002-2003.

Students who score at the Proficient Level on the ELA assessment demonstrate understanding of written and oral text with some attention to meaning beyond the literal level. Their writing is generally focused and organized, with minor errors in spelling, grammar, or punctuation that do not interfere with readability. Since the 1998-1999 school year, we have been able to maintain a percentage of 50% or more at or above the Proficient Level, with a high of 98% in 2002-2003.

Students who score at the Basic Level on the ELA demonstrate partial understanding of written and oral text at a literal level. Their writing shows some focus and basic organization and uses simple sentence structure and vocabulary. In the 1999-2000 school year, 90% of our students performed at or above the Basic Level. In all other years from 1998-1999, up to and including 2002-2003, 100% of our students performed at this level.

Students who score at the Advanced Level on the Mathematics assessment order decimals, identify place value, use percent and estimation, find linear, square, and cubic measure, predict probability, create and describe patterns, explain reasoning, draw conclusions, and analyze situations. Although our average for the 1999-2000 school year shows a low of 14% at the Advanced Level, during all other years up to and including 2002-2003, our students have performed above the 50th percentile.

Students who score at the Proficient Level on the Mathematics assessment consistently solve multi-step problems, identify odds/evens, order fractions, identify percent, collect, organize, display, and interpret real-world data, use appropriate units of measure, and express probability. Starting with the 1998-1999 school year, our students have consistently scored 50% or above at the Proficient Level.

Students who score at the Basic Level on the Mathematics assessment use basic facts for all operations, add/subtract with regrouping, order whole numbers, use whole-number place value, read/interpret data, identify polygons, identify lines of symmetry, and solve for an unknown with manipulatives. Our students have scored at the 100th percentile for all years with the exception of 2001-2002, where they scored at the 95th percentile.

Our academic success is due in large part to the dedication of our administrators, teachers, staff members, parents, and students.

IV - 2

Traphagen uses assessment data by identifying skills in English Language Arts and Mathematics that need improvement or reinforcement.

We improve student performance in English Language Arts by comparing and analyzing the scores from standardized tests. The teachers then create prescriptive teaching techniques, implement precise practice in test taking skills, and assign weekend, vacation, and summer packets. Our teachers also volunteer to tutor the students before school, at lunchtime, and after school. These varied methodologies assist our students to independently apply learned concepts and skills that are aligned with the New York State Standards. Our students in grades K–3 are given Developmental Reading Assessments three times a year to identify their reading levels. We use a balanced literacy approach to develop individual and group programs for every student's needs.

Our mathematical scores from standardized tests are also analyzed and compared. Diagnostic instructional practices are designed using materials in compliance with the New York State learning standards, key core concepts, and curriculum. Students are encouraged to master objectives by using hands-on manipulatives and games, as well as practicing specific test formats and completing authentic real-life math problems.

All of these approaches and strategies account for our students' successful performance.

IV - 3

Traphagen School communicates student performance, including assessment data, to parents, students, and the community in a variety of ways. Parents become familiar with their child's progress through parent-teacher conferences, written and oral communication between school and home, as well as the media.

During the school year, we provide for two parent-teacher conference nights, where report cards are distributed. In addition, at our annual Meet and Greet evening in the fall, parents are made aware of their child's curriculum, grade-level requirements, and upcoming assessments. These informative nights are specifically designed to keep lines of communication open between the school and the home in order to assure the ongoing success of the students. Throughout the year, teachers contact parents through phone calls, written correspondence, interim reports, and additional conferences, when needed.

Students look forward to having their names published in the local newspaper whenever they achieve honor roll status as a reward for all their hard work. The newspaper is also a vehicle that enables parents and community members to review the State Report Card issued for standardized tests.

All of these methods of communication have proven to be successful in maintaining an open dialogue between parents and teachers.

IV - 4

Traphagen School shares its successes with other schools in a variety of ways. Each month the Board of Education distributes a Superintendent's Report in which we contribute information about the achievement of our staff and students. Meetings are held monthly involving different groups of educators. Principals, reading specialists, and media teachers meet separately with their respective colleagues to discuss and share their school's successes. We also convey our accomplishments through professional development committees for ELA, math, science, and social studies. During those committee meetings, our teachers share techniques that have been successful with their students.

Our district also provides all teachers with several professional development workshop days during the year. At those workshops, our teachers meet with their grade level colleagues from other schools to discuss and demonstrate different methodologies. Our teachers share their designs for authentic assessments, prescriptive lessons, and units that allow for brainstorming and refining of best practices. We also invite teachers from other schools to observe our faculty members who have developed new, exciting, and successful techniques for instruction. Some of these model lessons are implemented in other classrooms throughout the district.

These practices demonstrate how we address our school's plan for communication.

V - 1

Traphagen School's curriculum is based on the New York State standards.

Our school's English Language Arts curriculum teaches students the skills and strategies they will need to be life-long learners. In their early years, our children are taught letter/sound recognition, spelling, phonics, grammar, listening and speaking skills, as well as the mechanics of writing. As children progress through the grades, they are further instructed in the elements of reading by using high-interest, award-winning, unabridged literature. They learn to become independent readers through strategy instruction in the areas of character analysis, setting, plot, theme, sequence, and problem/conflict resolution. Students reinforce their understanding of these literary concepts through the use of graphic organizers.

Our Mathematics curriculum conforms to the National Council of Teachers of Mathematics standards. The students are actively engaged in hands-on, real-life experiences on a daily basis. The topics include number and operations, place value, geometry, algebra, problem solving, fractions, decimals, measurement, reasoning and proof (develop and evaluate mathematical arguments and proofs), communication (communicate mathematical thinking coherently and clearly to peers, teachers, and others), connections (recognize and apply mathematics in contexts outside of math), representations (create and use representations to organize, record, and communicate mathematical ideas), data analysis (represent data using tables and graphs such as line plots, bar graphs, and line graphs), and probability. Our Mathematics program reflects a philosophy that will enable students to apply the skills learned to meet the demands of society in the future.

Our Science curriculum includes the following categories: Life Science, Earth and Space Science, Physical Science, and Science and Technology. This curriculum was developed to meet the goals and content objectives of the National Science Education standards and does so in the following ways:

- Students use the tools and processes of scientific inquiry in every lesson, which always begins with a hands-on investigation.
- Exciting and informative aspects of science and technology are included within the Life, Earth, and Physical Science content.
- The history and nature of science and the work of scientists are also highlighted.

Our Social Studies curriculum take a multi-cultural approach to teaching by giving our students a geographical and historical perspective about their past and their present as they prepare for their future in an ever-changing world. Topics covered during the academic school year include: Homes and Families, People and Places Nearby, Living in our Communities, New York State, American History, and Western Civilizations. Field trips are an integral part of our Social Studies curriculum as the material covered in class comes to life on these excursions.

Traphagen School takes great pride in incorporating the Humanities into our core curriculum. The integration of Music, Art, Media, and Physical Education infuse the content areas with a soul. The blending of our core curriculum with the Humanities program fosters a respect of learning in our children that they will carry with them well into adulthood.

V - 2

The district recently began to utilize the Balanced Literacy method of reading instruction in grades K-3. The goal of the Balanced Literacy Program is to ensure that students are instructed at their reading level. Research shows that this approach fosters positive self-esteem and an excitement for learning. Educators assess students' reading levels, strengths, weaknesses, and abilities using the Developmental Reading Assessment (DRA). Teachers use the DRA to group students according to their needs of instruction. The teacher focuses on the specific areas of reading deficiency and builds knowledge and reading success by activating students' prior knowledge and teaching specific skills and strategies. Students gain confidence by working at their own instructional level and progressing at their own pace.

On the upper grade levels, the students further improve their reading skills using the Spotlight on Literacy program. Students read a variety of genres from a multicultural anthology. The anthology features stories from classic children's literature and well-known authors. The focus shifts from learning to read to reading to learn. Students explore theme, plot, character analysis, and conflict resolution while gaining an appreciation of various writing styles.

These reading programs are chosen by a committee on a district wide level.

V - 3

Traphagen School has a unique component to its Mathematics curriculum, our school store, officially called the Tiger's Den. It is an integral part of the school's lifeblood and spirit. This thriving business is run successfully by the students and enjoyed by the entire school community.

The Tiger's Den employs students from each grade level on a rotating monthly basis. Prospective clerks are asked to fill out an application and are interviewed for the positions. These clerks are then trained by the former employees to work the cash register, total sales, count money, make change, select new inventory, call in the orders to various companies, stock shelves, and also determine the price of an item based on an acceptable profit margin.

The students gain poise, self-confidence, and respect from other students while working for The Tiger's Den. It is perceived as honorable by the student body to be chosen for this job. Students are proud to don their vests and visors to begin their work at the store. Above all, they learn to be courteous and helpful to customers at all times. Students not only learn math skills, people skills, and life skills, but also acquire retail job experience first-hand, which can pave the way for their future work experiences.

V - 4

Traphagen has many exciting and distinctive instructional methods that improve student learning.

Our balanced literacy approach incorporates reading and writing instruction. Within the hour long reading block, centers, small reading groups, phonics instruction, and read-alouds are prevalent. During the hour long writing block, students are introduced to different forms of writing where grammar and mechanics are reinforced.

Math utilizes a hands-on approach that uses manipulatives to reinforce skills and concepts. Our program also incorporates problem solving that relates to real-life experiences.

Ongoing projects and long-term experiments are the basis of our approach to science instruction. Technology and the use of the Internet as resource tools enable students to compile and analyze data according to the scientific method.

Students are taught how to write document-based essay questions with a social studies twist. This helps children organize their thoughts cohesively and use primary source information to write research reports and complete projects.

Field trips and excursions are an integral part of student learning at Traphagen. The lessons and social skills being taught in class are brought to life when the children experience first-hand that which they have only read about in books.

These different teaching methodologies have proven to be very successful here at Traphagen.

V - 5

Traphagen School's Professional Development program takes place throughout the school year. Our successful performance on state assessments inspires our teachers to seek out professional development opportunities that further enhance the classroom experience. They utilize the results of the state assessments to identify areas where they feel the need for additional training.

The school district provides full and half-day professional development sessions during the academic calendar year. Our school also affords grade level teachers the opportunity to meet daily during their common planning periods. In addition, each grade is assigned a day to meet and discuss learning strategies. These meetings take place before the school day actually begins. Traphagen teachers also get together each month across grade levels at their curriculum meetings to fine-tune their teaching skills by discussing successful classroom techniques.

Teachers also take advantage of professional development opportunities found outside the school district. These include courses that are offered at a local teacher center. In addition, our teachers visit other schools where they observe innovative programs and share this newly acquired knowledge with their colleagues.

Our professional development program has been successful as seen by the high percentage of students who have passed the state assessments.

Grade 4

Test English Language Arts

Edition/publication year 1999 Publisher CTB McGraw Hill

Number of students in the grade in which the test was administered 62

Number of students who took the test 52

What groups were excluded from testing? Why, and how were they assessed? Students with severe disabilities were exempt through their IEP.

Number excluded 10 Percent excluded 16

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced."

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

***Please see page 7, IV - 1 for a complete explanation of the assessment standards.**

Grade 4

Test English Language Arts

Edition/publication year 2000 Publisher CTB McGraw Hill

Number of students in the grade in which the test was administered 59

Number of students who took the test 49

What groups were excluded from testing? Why, and how were they assessed? Students with severe disabilities were exempt through their IEP.

Number excluded 10 Percent excluded 17

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced."

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

***Please see page 7, IV - 1 for a complete explanation of the assessment standards.**

Grade 4

Test English Language Arts

Edition/publication year 2001 Publisher CTB McGraw Hill

Number of students in the grade in which the test was administered 43

Number of students who took the test 43

What groups were excluded from testing? Why, and how were they assessed? _____
_____

Number excluded 0 Percent excluded 0

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced."

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

***Please see page 7, IV - 1 for a complete explanation of the assessment standards.**

Grade 4

Test English Language Arts

Edition/publication year 2002 Publisher CTB McGraw Hill

Number of students in the grade in which the test was administered 47

Number of students who took the test 44

What groups were excluded from testing? Why, and how were they assessed? Students with severe disabilities took the alternate assessment exam.

Number excluded 3 Percent excluded 6

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced."

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

***Please see page 7, IV - 1 for a complete explanation of the assessment standards.**

Grade 4

Test English Language Arts

Edition/publication year 2003 Publisher CTB McGraw Hill

Number of students in the grade in which the test was administered 45

Number of students who took the test 44

What groups were excluded from testing? Why, and how were they assessed? Students with severe disabilities took the alternate assessment exam.

Number excluded 1 Percent excluded 2

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced."

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

***Please see page 7, IV - 1 for a complete explanation of the assessment standards.**

Grade 4

Test New York State Math Exam

Edition/publication year 1999 Publisher CTB McGraw Hill

Number of students in the grade in which the test was administered 67

Number of students who took the test 53

What groups were excluded from testing? Why, and how were they assessed? Students with severe disabilities were exempt through their IEP.

Number excluded 14 Percent excluded 20

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced."

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

***Please see page 7, IV - 1 for a complete explanation of the assessment standards.**

Grade 4

Test New York State Math Exam

Edition/publication year 2000 Publisher CTB McGraw Hill

Number of students in the grade in which the test was administered 59

Number of students who took the test 49

What groups were excluded from testing? Why, and how were they assessed? Students with severe disabilities were exempt through their IEP.

Number excluded 10 Percent excluded 17

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced."

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

***Please see page 7, IV - 1 for a complete explanation of the assessment standards.**

Grade 4

Test New York State Math Exam

Edition/publication year 2001 Publisher CTB McGraw Hill

Number of students in the grade in which the test was administered 41

Number of students who took the test 41

What groups were excluded from testing? Why, and how were they assessed? _____
_____

Number excluded 0 Percent excluded 0

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced."

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

***Please see page 7, IV - 1 for a complete explanation of the assessment standards.**

Grade 4

Test New York State Math Exam

Edition/publication year 2002 Publisher CTB McGraw Hill

Number of students in the grade in which the test was administered 47

Number of students who took the test 44

What groups were excluded from testing? Why, and how were they assessed? Students with severe disabilities took the alternate assessment exam.

Number excluded 3 Percent excluded 6

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced."

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

***Please see page 7, IV - 1 for a complete explanation of the assessment standards.**

Grade 4

Test New York State Math Exam

Edition/publication year 2003 Publisher CTB McGraw Hill

Number of students in the grade in which the test was administered 45

Number of students who took the test 44

What groups were excluded from testing? Why, and how were they assessed? Students with severe disabilities took the alternate assessment exam.

Number excluded 1 Percent excluded 2

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced."

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

***Please see page 7, IV - 1 for a complete explanation of the assessment standards.**

Data Display Table for Reading (Language Arts or English)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	Feb.	Feb.	Feb.	Feb.	Feb.
SCHOOL SCORES					
% At or Above Basic	100	100	100	96	100
% At or Above Proficient	98	87	98	53	64
% At Advanced	45	30	23	12	6
Number of students tested	44	44	43	49	52
Percent of total students tested	98	94	100	83	84
Number of students excluded	1	3	0	10	10
Percent of students excluded	2	6	0	17	16
SUBGROUP SCORES					
1.Free & Reduced Lunch (specify subgroup)					
% At or Above Basic	100	100	100	96	100
% At or Above Proficient	97	86	100	44	48
% At Advanced	31	28	24	4	0
Number of students tested	29	29	25	25	23
2.No Free & Reduced Lunch (specify subgroup)					
% At or Above Basic	100	100	100	96	100
% At or Above Proficient	100	87	94	63	76
% At Advanced	73	33	22	21	10
Number of students tested	15	15	18	24	29
STATE SCORES					
% At or Above Basic	*	93	90	92	90
State Mean Score	**	**	**	**	**
% At or Above Proficient	*	63	61	60	49
State Mean Score	**	**	**	**	**
% At Advanced	*	21	17	16	5
State Mean Score	**	**	**	**	**

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

(a) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)

(b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

***The information from the year 2002-2003 is not available from the New York State.**
****New York State does not give a State Mean Score for each category.**

Data Display Table for Mathematics

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Basic	100	95	100	100	100
% At or Above Proficient	100	91	100	90	98
% At Advanced	59	52	63	14	55
Number of students tested	44	44	41	49	53
Percent of total students tested	98	94	100	83	80
Number of students excluded	1	3	0	10	14
Percent of students excluded	2	6	0	17	20
SUBGROUP SCORES					
1.Free & Reduced Lunch ___ (specify subgroup)					
% At or Above Basic	100	93	100	100	100
% At or Above Proficient	100	86	100	83	96
% At Advanced	34	52	65	4	50
Number of students tested	29	29	23	24	24
2.No Free & Reduced Lunch (specify subgroup)					
% At or Above Basic	100	100	100	100	100
% At or Above Proficient	100	100	100	96	100
% At Advanced	25	53	61	24	59
Number of students tested	15	15	18	25	29
STATE SCORES					
% At or Above Basic	*	93	92	92	90
State Mean Score	**	**	**	**	**
% At or Above Proficient	*	68	69	66	67
State Mean Score	**	**	**	**	**
% At Advanced	*	22	26	19	24
State Mean Score	**	**	**	**	**

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

(a) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)

(b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

***The information from the year 2002-2003 is not available from the New York State.**

****New York State does not give a State Mean Score for each category.**